

**Texas Education Agency
Standard Application System (SAS)**

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1		
Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here: <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY MAR 29 AM 10:13 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
IDEA Public Schools	108807	NA	
Vendor ID #	ESC Region #	DUNS #	
74-2948339	1, 10	0030419150000	
Mailing address		City	State ZIP Code
505 Angelita Drive, Suite 9		Weslaco	TX 78596

Primary Contact

First name	M.I.	Last name	Title
Samuel	J	Goessling	Chief Advancement Officer
Telephone #	Email address		FAX #
956-373-7102	Samuel.Goessling@ideapublicschools.org		956-447-3796

Secondary Contact

First name	M.I.	Last name	Title
Lindsey		Schaefer	VP of National Development
Telephone #	Email address		FAX #
956-373-5214	Lindsey.Schaefer@ideapublicschools.org		956-447-3794

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Tom		Torkelson	Founder, CEO
Telephone #	Email address		FAX #
956-377-8000	Tom.Torkelson@ideapublicschools.org		956-447-3794
Signature (blue ink preferred)		Date signed	


03/24/16
Only the legally responsible party may sign this application.

701-16-102-059

Schedule #1—General Information (cont.)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal YearStart date (MM/DD): **NA**End date (MM/DD): **NA****Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☐ **NA**No: ☐ **NA****For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #5—Program Executive SummaryCounty-district number or vendor ID: **108807**

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Community Overview and Need for the Program: IDEA Public Schools is a high-performing, open-enrollment charter management organization (CMO) in Texas, whose mission is to *prepare students from underserved communities for success in college and citizenship*. IDEA serves 23,263 students in 44 schools throughout Texas's Rio Grande Valley (RGV), Austin, and San Antonio. Students are chosen for enrollment by lottery; no preference is given to students of any particular race or economic profile, and no race of students is excluded or limited.

IDEA has a history of leveraging top talent, data, and technology to apply new concepts and teaching models to get real results, producing high-achieving, college-bound students in congruence with IDEA's focus on "College for All Children." For the past nine years, in all of IDEA's graduating classes, 100% of graduates have been accepted to an institute of higher education, 97% of graduates have been accepted to a 4-year college, and 99.9% of graduates have matriculated to college. **Roughly 65% of IDEA graduates will be the first in their family to graduate from college.** By 2017, IDEA will operate 60 schools across its three regions, serving 40,000 students on their road to and through college.

Program to be Implemented: IDEA is jointly submitting this application with the National Math + Science Initiative (NMSI), a nonprofit organization that is transforming STEM education in America by training teachers in grades 3-12 to inspire students to succeed in rigorous (Advanced Placement) math and science courses and by recruiting and preparing more college students to become dedicated math and science teachers. NMSI's cost-effective programs are classroom-tested and have a proven track record of producing immediate results that can be sustained over time. Other programs to be implemented include fine arts, academic-based clubs, leadership clubs, physical education/recreational athletics, STEM clubs, Model UN, YMCA, tutorials, TEKS-based tutorials for the STAAR exam, and culinary arts. These programs serve K-10 students at all levels of development. Each Center will choose from a menu of options for its participants. Additional project partners/contractors include Be a Champion, Carver Culture Center, Future All Stars, Model UN, SW School of Art, Sylvan Learning Center, and the YMCA.

Program Purpose and Goals: IDEA will use 21st Century funding to improve student achievement in math and reading/language arts, increase the number of students passing AP exams, and improve behavior so that more students are passing their classes, are retained at IDEA and remain on track to graduate high school at the end of their senior year.

New and Expanded Services: 21st Century Community Learning Center funding will allow 13 IDEA schools (8 Centers and 5 Feeders) to provide valuable and meaningfully engaging academic assistance, enrichment, family engagement, and career and workforce readiness activities to an estimated **1,112 students and 388 parents** beyond the school day. By providing an **additional 444 hours of programming per year (equivalent to more than 68 additional days of instruction)**, this funding will afford low-income, high-need students the opportunity to experience hands-on STEM activities, college site visits, physical education and nutrition programming, and a wide variety of academic remediation, acceleration, and enrichment activities that will supplement and support their current rigorous academic school-day curriculum.

Budget Development Process: The 21st CCLC budget was developed by the Project Planning Team, including the Superintendent, the VP of National Development, the Chief Advancement and Academic Officers, and 8 school leaders from the participating campuses. The team met during February and March 2016 to determine funding needs based on district and campus improvement plans, current district and school funding sources, student achievement gaps, campus need assessments, current parent involvement levels, and informal input from teachers, parents, and students.

Relationship of District Demographics to Grant Goals and Purposes: The Project Planning Team reviewed current demographics of each campus in order to ensure a fit with grant goals and purposes. All schools included are schoolwide Title I campuses and serve a high percentage of students from low-income families. The average rate of economic disadvantage across all participating campuses is 86.1% (and range as high as 97%). This is 27.3 percentage points (or 46%) higher than the state average. Also, 49.3% of all IDEA students are considered at-risk, and 33% are English-language Learners. This population is most in need of *improved student academic achievement and support for overall student development*. Additionally, according to US Census Bureau data, the Rio Grande Valley (McAllen-Edinburg-Mission) has the highest rate of poverty (33.4%) in the US and the highest rate of unemployment

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Schedule #5—Program Executive Summary (cont.)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

(8.2%) of any metropolitan area in Texas (19th highest in the country). Students in IDEA's San Antonio and Austin schools are also from high-poverty homes and schools with 81% - 92% free/reduced lunch participation. There are also high percentages of English-language Learners in each targeted school. Furthermore, without the high-quality education that IDEA Public Schools provides, only 6% and 9% of these regions' low-income students, respectively, will graduate from college as compared with 29% and 28% of students who are *not* low-income (<https://www.texastribune.org/education/public-education/8th-grade-cohorts/about/>). Therefore, implementing the program in these campuses meets the overall stated purpose of this grant, which is to help low-income, high-needs students succeed.

Needs Assessment Process Design, Efficacy, and Updates: IDEA Public Schools' Chief Academic, Financial, Human Assets, and Advancement Officers work with the Sr. VPs of Schools, School Leaders, Assistant Principals for Instruction, Assistant Principals for Operations, teachers, and parents to design and conduct the district's annual needs assessment process. The Superintendent determines the efficacy of the process, and the Sr. VPs of Schools determine when and how the process needs to be updated or changed. All principals complete a campus needs assessment and improvement plan; these are, in turn, synthesized by the Sr. VPs of Schools and are then turned into a district needs assessment and improvement plan. Findings also drive allocation and coordination of curriculum, financial, physical/facilities, technology, and human resources. A modified version of this process, undertaken at the campus level and including parent and student voice and choice instruments (interest-based surveys) as well as input from Copia Consulting, IDEA's chosen contracted third-party evaluator, will determine the types of programs and activities most needed and wanted at the Center level, which will support high participation and attendance by the targeted students and their families.

High-quality Grant Management Plan: The Superintendent will oversee implementation of this 21st CCLC grant program through supervision of the two Project Directors (one for the Rio Grande Valley and one for Central Texas schools) who will be members of GrantEd team—11 grant managers at IDEA who meet biweekly to share best practices in grant management and learn from one another's projects and efforts. This group has been highlighted multiple times at US Dept. of Education conferences. The Project Directors, in turn, will partner with the Family Engagement Specialist and will oversee the Site Coordinators in their respective regions. Together, these positions make up the Project Management Team. In addition, the Project Advisory Team will include the Cycle 9 Project Directors, the Cycle 8 Project Director, one Site Coordinator, one school leader, one representative from each project partner, at least one parent, one teacher, and one student, as well as other positions appointed by the Superintendent.

Program Evaluation Methods: IDEA Public Schools' Project Management Team, together with the external independent Project Evaluator (Copia Consulting), will use qualitative and quantitative data methods and analysis (see pages 15-16) to gather and analyze data, make informed decisions on program efficacy, and guide progress measurement and program adjustment. During the project period, the team will consider data from test scores, enrollment, attendance, and participant feedback, as well as student voice and choice instruments and school leader recommendations. The Project Evaluator will assist the Project Directors in completing all reports as required by TEA.

Response to All Statutory and TEA Requirements: The signature of the CEO on page 1 and the responses in each section ensure that IDEA Public Schools has completely and accurately answered all statutory and TEA requirements for this Texas 21st CCLC grant. Prior to submission, this grant was reviewed by the Chief Advancement Officer, the VP of National Development, and the 21st CCLC Cycle 8 Project Director who specifically reviewed to identify project improvements. IDEA is committed to achieving the goals and purpose of this 21st CCLC program and will complete all trainings, reports, reviews, checklists, surveys, and other requirements as established by the Texas Education Agency.

Conclusion: Through the cooperation and coordination of the Finance (Budgeting, Purchasing, Accounting, Procurement), Grants/Federal Programs, Curriculum, School Leadership, Operations and Project Management Teams, the Project Directors will ensure that funding from local, state, federal, and private funding is committed to the program after grant funding terminates. The Program Advisory and Project Management Teams will address issues of coordinated funding and sustainability at least quarterly during their regularly scheduled meetings and at monthly grants management meetings.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 108807	Amendment # (for amendments only):
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB	
Grant period: August 1, 2016, to July 31, 2017	Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,128,949	\$0	\$1,128,949
Schedule #8	Professional and Contracted Services (6200)	6200	\$295,527	24,000	\$320,527
Schedule #9	Supplies and Materials (6300)	6300	\$243,146	\$0	\$242,146
Schedule #10	Other Operating Costs (6400)	6400	\$104,272	\$0	\$104,272
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			X Yes <input type="checkbox"/> No	
Total direct costs:			\$1,772,894	\$24,000	\$1,796,894
2.32% indirect costs (see note):			N/A	*\$3,106	\$3,106
Grand total of budgeted costs (add all entries in each column):			\$1,772,894	\$27,106	\$1,800,000

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$0	\$0	\$0
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Administrative Cost Calculation

Enter the total grant amount requested:	\$1,800,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	\$90,000
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

* Indirect costs taken on the cost of 2 project directors (\$110,000) and project evaluation (\$24,000).

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Schedule #7—Payroll Costs (6100)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director (required)	2		\$110,000
5	Site coordinator (required)	8		\$320,000
6	Family engagement specialist (required)	1		\$45,000
7	Secretary/administrative assistant			\$
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$
24	6119	Professional staff extra-duty pay		\$471,959
25	6121	Support staff extra-duty pay		\$
26	6140	Employee benefits		\$181,990
27	61XX	Tuition remission (IHEs only)		\$
28	Subtotal substitute, extra-duty, benefits costs			\$653,949
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$1,128,949

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 108807		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Project Evaluation – Copia Consulting: \$3,000 per site x 8	\$24,000
2	Vendors to provide programing that fits into these categories: 1) Leadership clubs (i.e. Boys and Girls Scouts, student government, Go Girl Go, etc.), 2) non-core athletic clubs (i.e. karate, dance, folklorico), 3) STEM clubs (i.e. robotics, Legos), 4) renaissance clubs (i.e. debate, Model UN, band, orchestra), 5) sports (i.e.- basketball, softball) 6) fine arts (drama, painting), 7) Academic clubs and 8) Academic support (AP study sessions by NMSI, ACT prep, tutoring, etc.).—to be determined by each campus in accordance with internal budget per Center (on file with IDEA by site)	\$296,527
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$320,527
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$320,527

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 108807		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$243,146
Grand total:		\$243,146

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 108807		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$104,272*
Grand total:		\$104,272

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

* Travel for PD, SCs, and FES to attend required trainings and project-related conferences; travel for staff between Centers; and bus transportation for students.

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Schedule #11—Capital Outlay (6600)County-District Number or Vendor ID: **108807**

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant FundsCounty-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			19,227 (2014-15 TAPR data here)	
Category	Number	Percentage	Category	Percentage
African American	345	1.8%	Attendance rate	98%
Hispanic	18,202	94.7%	Annual dropout rate (Gr 9-12)	0.0%
White	455	2.4%	Students taking the ACT and/or SAT	100%
Asian	8	0.0%	Average SAT score (number value, not a percentage)	1347
Economically disadvantaged	16,548	86.1%	Average ACT score (number value, not a percentage)	19.1
Limited English proficient (LEP)*	6,351	33.0%	Students classified as "at risk" per Texas Education Code §29.081(d)	49.3%
Disciplinary placements	0	0.0%		

Comments

IDEA Public Schools is a rapidly expanding public charter management organization (CMO) that currently serves 23,263 students in 44 schools throughout Texas's Rio Grande Valley (RGV), Austin, and San Antonio and is projected to serve 28,920 students during the 2016-17 21st CCLC grant funding period. IDEA serves students that are significantly more disadvantaged than the state average: More than 86% are low-income as compared with 58.8% statewide, and one-third (33%) are English-language learners (as compared with the state's 18.2%). However, despite the socio-economic obstacles that IDEA students face, year after year, IDEA proves that demographics aren't destiny. IDEA has a 15-year history of leveraging top talent, data, and technology to apply new concepts and teaching models to get real results, producing high-achieving, college-bound students in congruence with IDEA's focus on "College for All Children." 100% of IDEA students take the ACT, and student scores have risen each year over the past five years. IDEA also implements "AP for All," meaning all IDEA students will take 11 AP courses prior to graduation. Due to this attention to rigor and college preparation for all students, over the past nine years, 100% of IDEA graduates have been accepted to an institute of higher education, 97% of graduates have been accepted to a 4-year college, and 99.9% of graduates have matriculated to college. **Roughly 65% of IDEA graduates will be the first in their family to graduate from college.** By 2017, IDEA will operate 60 schools across its three regions, serving 40,000 students on their road to and through college. **LEP data is reported as the number/percent of English-language learners (ELLs) in the district.*

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	25.1	2.9%	No degree	31.8	3.6%
Hispanic	677.6	77.4%	Bachelor's degree	759.1	86.7%
White	154.4	17.6%	Master's degree	81.8	9.3%
Asian	13.6	1.6%	Doctorate	3.0	0.3%
1-5 years exp.	525.5	60.0%	Avg. salary, 1-5 years exp.	\$45,662	N/A
6-10 years exp.	86.1	9.8%	Avg. salary, 6-10 years exp.	\$48,674	N/A
11-20 years exp.	41.5	4.7%	Avg. salary, 11-20 years exp.	\$52,475	N/A
Over 20 years exp.	8.0	0.9%	Avg. salary, over 20 years exp.	\$60,175	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Open-enrollment charter school	0	76	83	81	100	100	37	173	173	158	74	57	0	0	1,112
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	0	76	83	81	100	100	37	173	173	158	74	57	0	0	1,112

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Schedule #13—Needs AssessmentCounty-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Process for Objectively Assessing Needs and Resources for this Program

The **Project Planning Team**, which consisted of the Chief Advancement Officer; the Chief Academic Officer; school leaders from each participating campus; the VP of National Development; the Director of Research, Analysis and Data; and consultation with an individual with experience launching 21st CCLC sites and the potential of becoming IDEA's PD, met during February and March 2016 to determine programming and related funding needs based on district and campus improvement plans, school and community economics and demographics, student achievement gaps, campus needs and assets, current parent involvement levels, and informal input from school leaders, teachers, parents, and students. Formal input was solicited from each campus leader via excel templates and phone calls which captured input regarding each campus's need, preferred project partners, the estimated number of students who will likely participate, recommendations for the planning team, and examples of how this 21st CCLC program would allow each targeted school to achieve its stated goals. In addition, the Planning Team reviewed and evaluated student-level information and data from school records; IDEA Public Schools Public Education Information Management System (PEIMS) Reports; Texas Academic Performance Reports (TAPR) by campus and district; teacher/counselor disciplinary referrals; and input from parents. Of special interest was the input by from a member with experience launching CCLC sites across a large footprint who brought valuable insight into the successes and challenges launch and implementation of 21st CCLC grants. **Future updates** to this process will include data gathered through student voice and choice instruments and input from satisfaction surveys administered to students, parents, partners, teachers, program volunteers, and school and district leaders at the end of the school year. IDEA currently administers biannual surveys to parents and will solicit input regarding program implementation and satisfaction in upcoming surveys. IDEA will also comply with all required needs assessment updates as specified by TEA and Texas ACE.

Based on careful examination of student-, school-, and program-level data, including student achievement results, IDEA Public Schools identified the following specific school/community needs:

- 43% of adults in Cameron County and 50% of adults in Hidalgo County are illiterate (do not have Basic Prose Literacy Skills) as compared with 19% of all adult Texans (<http://www-tcall.tamu.edu/docs/09illitmap.html>);
- 86.1% of all IDEA students are economically disadvantaged, with little or no additional resources for academic assistance or enrichment activities outside of those available during or after school;
- 49.3% of all IDEA students are considered at-risk due to various social, economic, and academic factors—an increase of 9.3 percentage points from 2013;
- 97.6% of students are ethnic minorities—populations historically underserved by public education and underrepresented in higher education;
- IDEA's current slate of family engagement activities are campus-specific and not coordinated across all schools; GEAR UP funds some parent activities in selected schools, but only for a single cohort of students in grades 9 and 10; this should expand;
- IDEA strives to connect students to their schools and their peers as a strategy to increase student persistence through to high school *and* college graduation; 100% of IDEA's graduates are accepted to college each year (and have been so for the past 9 years), and as campus enrollments expand to new grade levels, schools, and regions, so does the need for materials, tutoring, and other supports for these students ; and
- Over 2/3 of IDEA graduates will be first-generation college attenders with few financial, social, or academic resources for school persistence and success outside of the supports provided by IDEA Public Schools; grant funds will help more students get through high school and into the college of their choice.

The needs assessment process yielded the following five core needs to be addressed with 21st Century Community Learning Centers funding: **1)** Improve Academic Performance in Mathematics and Reading/Language Arts; **2)** Increase the number of AP Scholars; **3)** Improve Behavior (Reduce Disciplinary Referrals); **4)** Improve Year-over-year Student Persistence; and **5)** Increase the Number of Students Who are Passing Classes and are On Track To Graduate.

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Schedule #13—Needs Assessment (cont.)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve Academic Performance in Mathematics and Reading/Language Arts <i>IDEA's target is that all schools meet standard on STAAR and 50% receive all eligible distinctions</i>	<ul style="list-style-type: none"> Analyze student achievement data weekly (ex: Direct Instruction data tracking), biweekly (MS/HS teacher data meetings), and monthly (TPRI, TAKS, STAAR, EOC exams, progress reports, grades, etc.), noting struggling students Target, recruit, and enroll students most in need of academic support (ex- CSI, see Schedule #17, Requirement 4b)) Plan, implement, and evaluate math and reading/language arts tutorials and peer tutoring/coaching as appropriate to each grade level Provide time for individual and small group homework help Offer AP, PSAT, SAT, ACT, and STAAR test prep Offer parent engagement/learning opportunities that encourage parent support for student learning Acknowledge and celebrate student achievement gains
2.	Increase the number of Students Who Are AP Scholars <i>AP Scholars have passed 3 or more AP exams with a score of 3 or higher.</i>	<ul style="list-style-type: none"> Analyze student achievement data weekly Target, recruit, and enroll students most in need of AP course/exam support Offer AP test prep and targeted sessions (National Math + Science Initiative partnership) Offer parent engagement/learning opportunities that encourage parent support for college preparation and rigorous coursework Acknowledge and celebrate student achievement gains
3.	Improve Behavior <i>IDEA's target is that there will be a measurable decrease in the number of disciplinary referrals from the 2015-16 baseline</i>	<ul style="list-style-type: none"> Review disciplinary tracking data at least monthly to identify students in need of behavior improvement and related programs Flag other disciplinary incidents as they arise and use the situation to encourage students and parents to participate in 21st CCLC Offer peer mediation, counseling, and other student supports/referrals Ensure activities incorporate team-building, flexible grouping, character education, and individual self-expression wherever possible Acknowledge and celebrate improved behavior
4.	Improve Student Persistence <i>IDEA's target is a 90% persistence rate (Aug. to Aug. enrollment in an IDEA school)</i>	<ul style="list-style-type: none"> Solicit student voice and choice to ensure program attractiveness Offer an enticing array of 21st CCLC academic enrichment, sports/recreation, art/music, cultural/social, and service-learning activities that encourage attendance at school and in the program as well as parent support for the program Specifically address with parents how students can identify and overcome barriers to persistence Offer materials and activities through the parent/family resource center to help parents support academic improvement Ensure services for learning disabled students during out of school time Provide individualized instruction from tutors and adaptive learning software Acknowledge and celebrate improved promotion rates
5.	Increase the Number of Students Who are On Track to Graduate <i>IDEA's target is that 95% of students are passing at the end of each year.</i>	<ul style="list-style-type: none"> See strategies listed in #1-4, above Provide meaningful diagnostic and benchmark testing (PSAT, SAT, ACT, STAAR, internal assessments) and involve students in interpretation of results Offer local college/university tours for students and parents Offer ample AP courses so students graduate with at least 11 AP courses Acknowledge and celebrate 100% graduation rates districtwide.

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Schedule #14—Management PlanCounty-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director (PD)	Bachelor's degr req.; knows best practices for after-school centers; prior teaching experience; coaching ability on the spot for SCs; demonstrated organizational, time mgmt, and leadership skills; flexible; focused on goals and outcomes, not on processes; bilingual (English/Spanish) candidate preferred;
2.	Site Coordinators (SCs)	Experience in teaching and/or program management; strong organization and time management skills; knowledge of schedule creation and management; experience working with at-risk children and families; experience in staff supervision; knowledge of community resources; strong written and verbal communication skills; Bachelor's degree in education or related field; bilingual (English/Spanish) pref.
3.	Family Engagement Specialist	Goal-oriented, not process-oriented; knowledgeable about and experienced working in the communities IDEA serves and their resources; organized; persistent in pursuing a task; strong communication and interpersonal skills; bilingual (English/Spanish); able to work flexible hours to accommodate flexible program schedule. Associate's degree in education, soc services, or a related field; Bachelor's preferred.
4.	Evaluator	Experience in longitudinal qualitative and quantitative data collection, analysis, and reporting; knowledge of educational programming and statistics.
5.	Program Instructors	Teachers: Bachelor's degree in education or related field as appropriate to their content area; at least one year of exemplary K-12 teaching exper. Enrichment Specialists (IDEA Alumni) and Contractors: K-12 enrichment experience in a school, community organization, or related service provider preferred.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	All schools meet standard on STAAR Math and RLA	1. All at-risk, high-need students identified, recruited	08/01/16	05/31/17
		2. FES/SC communicates with all parents of these st.	08/01/16	07/15/17
		3. At least 70% of targeted students enrolled in progr	08/01/16	07/15/17
		4. At least 90% of targeted students attend 45+ days	08/01/16	07/15/17
		5. Objective achieved as stated.	02/01/16	07/31/17
2.	20% of students pass 3 or more AP exams	1. All at-risk, high-need students identified, recruited	08/01/16	05/31/17
		2. FES/SC communicates with all parents of these st.	08/01/16	07/15/17
		3. At least 70% of targeted students partic in AP prep	08/01/16	07/15/17
		4. At least 90% of targeted students attend 45+ days	08/01/16	07/15/17
		5. Objective achieved as stated.	02/01/16	07/31/17
3.	Measurable decrease in number of disciplinary referrals	1. All at-risk, high-need students identified, recruited	08/01/16	05/31/17
		2. FES/SC communicates with all parents of these st.	08/01/16	07/15/17
		3. SCs acknowledge/reward improved behavior	09/15/16	07/15/17
		4. > 50% of st w behav issues have fewer referrals	10/15/16	07/15/17
		5. Objective achieved as stated.	01/01/16	07/31/17
4.	90% year-over-year persistence, all students	1. All at-risk, high-need students identified, recruited	08/01/16	05/31/17
		2. FES/SC communicates with all parents of these st.	08/01/16	07/15/17
		3. >75% st indicate progr satisfaction and engagement	12/15/16	07/31/17
		4. At least 90% of targeted students attend 45+ days	08/01/16	07/15/17
		5. Objective achieved as stated.	05/31/17	07/31/17
5.	95% students passing all classes (on track to graduate)	1. All at-risk, high-need students identified, recruited	08/01/16	05/31/17
		2. FES/SC communicates with all teachers of these st.	08/01/16	07/15/17
		3. SCs acknowl/reward high grades and improvement	09/15/16	07/15/17
		4. At least 90% of targeted students attend 45+ days	08/01/16	07/15/17
		5. Objective achieved as stated.	12/15/17	07/31/17

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

IDEA employs weekly **Executive Team meetings to review weekly data points** aligned to IDEA's annual goals around student achievement, attendance, persistence, and teacher retention. Each senior leader reports on progress toward these goals and in this way monitors and manages the organization's overall academic, support services, financial, and facilities needs. Meetings will continue throughout the project period and will include reports from the **Project Directors (PDs)/Project Management Team (PMT)** and the **Project Evaluator (PE)** as appropriate to ensure program compliance and necessary adjustments made in a timely manner. • The **PMT** will consist of the two PDs, all **Site Coordinators (SCs)**, and the **Family Engagement Specialist (FES)**. This team will meet **weekly** throughout the program implementation period to identify program-wide needs, strategies, challenges, and solutions; communicate about program activities, staffing, training opportunities; and monitor and adjust program activities as determined by data-indicated need. Webinars will also address ongoing issues and provide training to project staff. The PDs will document program changes electronically and will communicate with the Chief Academic Officer via email, phone calls, and in person twice monthly in order to ensure district-wide support for the project, coordinate funding, and plan for project sustainability. In addition to weekly parent newsletters in English and Spanish, written and electronic quarterly reports will be made publicly available to the larger school community. Team meetings will take place in person or via video conference so participation will not be hindered by travel issues. • The **Project Advisory Team (PAT)**, co-chaired by the Cycle 9 PDs, will consist of the Cycle 8 PD, at least one SC, one representative from each project partner, and at least one school administrator, teacher, parent, and student. This team will **meet quarterly** to review participant feedback (satisfaction surveys, student/family voice and choice data, etc.) and other program data as appropriate (in keeping with all applicable privacy laws and policies), advise project staff on program adjustment, and generally represent the voice of all stakeholders throughout the funding period. The external, independent PE (Copia Consulting) will work with the PD to review and interpret project data, assist in completing all project reports, and advise project staff on managing the project from a data-driven perspective and will attend PAT meetings as invited.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

IDEA is committed to continuing, and where appropriate, expanding this 21st Century program beyond the initial funding period and promises to maintain accurate, up-to-date records of grant activities and expenditures; to file accurate, thorough interim and final progress and financial reports in a timely manner; to fully account for the accomplishment (or failure to accomplish) each program objective and performance target; to demonstrate IDEA's intent and commitment to the implementation and operation of the 21st CCLC grant program in subsequent years, should continuation funding be available; to continue to participate in the grant program in subsequent years if available and awarded; to seek input and guidance from TEA and Texas ACE; and to share details of this model and the results of this program with others.

Individuals and organizations involved in this project include IDEA Public Schools, National Math + Science Initiative, Sylvan Learning Center, Be a Champion, and Communities in Schools. See **Schedule #16, Requirement 6** for a description of services each will provide. **Sustainability Plan—Strategies and Resources:** IDEA Public Schools' VP of National Development, as supported by the Chief Advancement Officer, oversees all district grant-seeking activities, and works with the Finance, Academics, School Operations, and Human Resources Departments to coordinate the efficient use of local, per-pupil funding, grants from the state, and federal Title funds in the operation of granted programs. These efforts to identify additional funding sources and to maximize state and local allotments, as well as the use of sustainability tools developed by the GrantEd team, will continue over the next three years so that this 21st CCLC program can be sustained, expanded, and continued after the TEA funding period ends.

Timeline: Upon notice of funding, the Project Directors will seek advice and council from the member of both the Project Management and Advisory Teams in order to identify and secure local, state, federal, and private funding to coordinate for grant sustainability and program continuation. **Each quarter** of the funding period, the PDs will update the sustainability plan with additional resources and project partners and will secure commitments of continuation funding at all levels as appropriate.

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Schedule #15—Project EvaluationCounty-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	QUANTITATIVE: Review student achievement data (IAs, STAAR, EOC,)	1.	Multiple measures of achievement for 100% of students analyzed weekly
		2.	Four benchmark/Interim (common) Assessments administered annually
		3.	School- and district-wide student achievement continues in an upward trend (Goals: 90% Level II STAAR; 30% Level III STAAR—math and reading/LA)
2.	QUANTITATIVE: Review promotion, persistence, on track to graduate data	1.	PD and SCs track indicators by participating student
		2.	IDEA meets targets for "regular student" participation (45 days per year)
		3.	At least 90% of regular attendees show growth in one or more areas
3.	QUALITATIVE: Review college readiness (CR) programming and student data	1.	PD works with counselors and College Success Team to align activities
		2.	At least 50% of grade 8-12 students surveyed for input on program impact
		3.	At least 75% of grade 8-12 "regular students" show growth in CR data
4.	QUANTITATIVE and QUALITATIVE: Review of prof devel events and impact	1.	21 st CCLC staff prof development activities evaluated by all participants
		2.	PD analyzes staff perception of prof devel activity effectiveness
		3.	PD notes positive impact of prof devel on intended target/student objective
5.	QUALITATIVE: Input and feedback from multiple stakeholder groups	1.	At least 50% of targeted students surveyed for input on program design
		2.	> 70% of parents return annual satisfaction surveys
		3.	75% of student return annual satisfaction survey

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data collection at the program, school, and student levels will occur on a variety of schedules: **daily** (participation/attendance); **weekly** (PD/SC observation of teachers and service providers; staff professional development; student achievement skills checks); **monthly** (Project Management Team meeting input/feedback; payroll records; parent participation; school leader feedback); **quarterly** (Project Advisory Team meeting input/feedback; interim assessments/testing benchmarks); **by term** (Fall/Spring/Summer evaluations and participant feedback); and **annually** (student demographics; teacher/parent/student satisfaction; TAPR data; standardized test results). **Data analysis procedures** will make use of statistical qualitative, analytical, and presentation procedures to process and present data/findings. All project implementation benchmarks/milestones/performance objectives for the project period will be closely monitored to determine the extent to which they are achieved.

Site Coordinators will be responsible for daily/weekly input of all required data in the TX21st data tracking system and ensuring its integrity and accuracy. The **Project Evaluator** will assist the Project Management Team in interpreting data to address program delivery and implementation, identify and correct problems, and follow-up to ensure the program is on track to achieve all goals and objectives. The **Project Directors**, as supported by Site Coordinators and program staff, will assume primary responsibility for program-level implementation and adjustment and will aggregate and analyze site-level data (gathered by Site Coordinators through observations, surveys, and formal and informal evaluation methods). In this way, the Project Directors will be able to monitor and evaluate all planned activities and contracted services in order to determine their merits and effectiveness in achieving project aims.

The **Project Management Team** will meet weekly in order to monitor data and to act swiftly to immediately correct any problems with project delivery. The PMT, as advised by the **Project Evaluator** and with guidance from the **Project Advisory Team**, will be accountable for maintaining a data-driven balance of program activities that are engaging for students and parents and that achieve the objectives of the 21st CCLC program and will, therefore, be able to determine the extent to which project weaknesses, problems, or concerns are addressed in a timely manner as the implementation proceeds. With such close monitoring and ongoing evaluation of activities, activity schedules, participant satisfaction and participation levels, this 21st CCLC initiative will have the opportunity to continuously improve.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **108807**

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All academic assistance, enrichment, family and parental support, and college- and workforce-readiness activities will take place during after school hours and selected Saturdays during the school year and during six weeks in the summer session as a supplement to the rigorous, college preparatory school-day curriculum—at least 348 hours during the Fall and Spring terms (12 hours/week for 29 weeks) and 96 hours during the Summer term (16 hours/week for 6 weeks).

At IDEA, the elementary (or **Academy**) campus (grades K-5) and the secondary (or **College Prep**) campus (grades 6-12) each have their own county-district-campus numbers but share a physical site (one location, two campuses, each with distinct buildings). For the purposes of this grant, the College Prep campus will be considered the **Center** and the Academy campus will be considered the **Feeder**. Activities will occur at both campuses on the single, shared site. Students will simply walk between buildings to the appropriate activity location.

The majority of **safe transportation** in the Rio Grande Valley and Allan site in Austin is provided by IDEA Public Schools, which spends significant state and local funds for this purpose. Students in San Antonio will not have bus transportation as IDEA does not offer it in its San Antonio region. (See also **Schedule #17, Requirement 3c.**) Some parents elect to drop off and pick up their children, and a small percentage of students walk to school from nearby apartments and homes.

At the end of each school day, students will leave their regular classroom and go directly to the cafeteria (or appointed area) to check in for their 21st CCLC program participation. Since the majority of program activities will be offered at the students' home campuses of record, they will not have to be transported to an alternate site. Other activities such as local college/ university tours will take place on those sites. All students will check in and out electronically every day for immediate, real-time data tracking that will improve the accuracy of data tracking and minimize administrative data entry. For students who do not walk home or take the bus, parents will be required to sign their child/children out when they arrive to pick them up.

School administrators, teachers, and the Site Coordinators will monitor the sign-in/sign-out, student walker, parent drop-off/pickup, and bus procedures at each campus during program hours (after school, Saturdays, and summer sessions) to ensure all students arrive and leave campus in a safe, orderly, and supervised manner with the support of an experienced transportation team.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

IDEA Public Schools will **disseminate information** about the 21st CCLC program in the following manner:

--For **recruitment** purposes, the info on **center activities and the days, hours, and location of each** will be available in each **family resource center** and distributed via flyers and weekly parent newsletters (in English and Spanish, sent electronically and on paper), campus/district website, 21st CCLC website, announcements made during parent meetings, emails/texts to parents with online/text messaging access, and calls to students' homes made through the district calling system. As the program will be exclusively for students assigned to each targeted campus only, IDEA Public Schools does not want to mislead the public by advertising the program through methods which will give the appearance the program is open to other area schools or the general public, and no private, non-profit schools have elected to participate in program activities.

--For **sharing the program's success**, that information will be disseminated at board, school leader, and Executive Team meetings and by letters to parents (in English and Spanish), campus/district websites, local community newspapers, and announcements made during parent meetings in addition to being kept at the **family resource center**.

IDEA schools have long hosted regular site visits from other interested parties regarding the success of its various programs. In addition to making the IDEA 21st CCLC program structure and findings available to the public through regular reports, IDEA will also have its sites open to pre-arranged tours to show interested districts or other afterschool providers its model first-hand in the interest of transparency and contribution to the field. Program staff will also share information via program trainings and meetings with TEA and Texas ACE staff.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The IDEA Public Schools 21st CCLC Program will offer academic tutorial programs Monday –Thursday/Friday (up to 60 minutes per day) during Fall 2016 and Spring 2017 and rigorous academic programming for four hours per day during the 6-week academic component that will be divided between two sessions of Summer 2016 (Early May and June). All program Centers will provide tutoring services in the core subjects of reading, mathematics, science, and social studies and will feature scientifically researched-based best practices such as differentiating instruction, hands-on curriculum, project-based learning, small group session instruction, and other strategies. Granted funds for personnel and supplies/materials will supplement district- and campus-funded programming.

Targeted students in need of remediation, in danger of failing, or with recent academic failures, as determined by IDEA's internal data tracking systems, will be assigned to participate in individualized tutorials, homework assistance, and other targeted academic support activities by content area. Data from actual and benchmark tests, progress reports, weekly formative assessments and report cards, along with input from teachers at weekly grade team meetings, will determine individualized placement. **Students achieving at or above grade level** will be encouraged to serve as peer tutors to reinforce their own learning and to provide community support to their classmates; they will also be provided with academic enrichment and acceleration programming to be determined after IDEA staff have received the results of their interest-based input surveys. **All students** will participate in academic enrichment activities designed to enhance their performance in the content areas.

The Project Directors and Site Coordinators will ensure that students' **Special Education modifications** will be honored during extended-day activities and that **Individualized Graduation Plans** will be followed, updated, and modified accordingly throughout the funding period.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

IDEA Public Schools realizes that the institutional commitment to this 21st CCLC project extends beyond the resources to be acquired with grant funds to include a much broader range of **human, financial, infrastructure, facility, volunteer, and in-kind resources and support**. Managing resources effectively includes continually assessing, updating, and communicating the need for such resources and monitoring and adjusting project activities to bring them into alignment with these needs. For maximum impact of program dollars, and with an eye toward effectively and efficiently managing funding from a variety of sources throughout the grant period, IDEA Public Schools will coordinate project activities, strategies, and materials with the following array of district, community, state, and federal resources to maximize delivery of program services for **1,112 students and 388 parents who will participate in the 21st CCLC program, districtwide:**

State and Local: Software (JSTOR, Imagine Learning, SchoolNet, ST Math, and Wireless Generation)--\$50,000; ACT test prep (in addition to services provided with 21st CCLC funds)--\$471,160; Elementary Teacher Academy (ETA) which provides teachers for IDEA's district-wide summer school program (teacher training, staff salaries, transportation, and training materials and supplies)--\$733,488; and extracurricular activities (staffing, benefits, rentals, consultants, general supplies, travel, etc.)--\$949,680; Family engagement--\$54,327;

- **Estimated state and local funding amount to be coordinated for this project: \$2,258,655**

Federal: NIFDI (Direct Instruction), including special education DI services--\$985,400; Meal reimbursements for students during summer programming--\$102,000; Rosetta Stone software for ELLs--\$5,000; extracurricular activities--\$43,929; family engagement--\$1,974; Race to the Top funding for family engagement (learning lab access on weekends)--\$546,516; RTT funding for Communities in Schools--\$3,176,095; and GEAR UP family engagement--\$150,000

- **Estimated Federal funding amount to be coordinated for this project: \$4,514,011**

Therefore, the total amount of federal, state, and local program dollars that will be combined or coordinated with 21st CCLC grant funds is estimated as **\$6,772,666**, bringing the total program cost for **\$8,572,666**. The **\$1,800,000** grant request, therefore, accounts for only **21%** of the total overall program cost.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1) The **general scope of activities** for this 21st CCLC grant program was determined by a thorough assessment of campus and student need for the project and were arrived at after reviewing an **objective set of measures**, including scores and other information from TPRI, STAAR benchmark and actual tests, End-of-Course exams, internal common assessments (IAs), AP and IB exams, PSAT/SAT/ACT tests, pre and post tests, report card grades, progress reports, formative classroom assessments, attendance records, office referrals and behavior records, and Response to Intervention (RTI) progress/paperwork. **Fine-tuning of program activities, including customization of each program by campus**, will take place at the beginning of the funding period and at the end of each term (Fall, Spring, Summer) as additional data from student interest surveys and parent/student satisfaction surveys (student and family voice and choice) and are taken into account. Student achievement data will be measured, recorded and compared to baseline and benchmarks to determine the progress of the individual students in the program and as an evaluation of the quality of the academic enrichment opportunities offered each term.

2) IDEA will provide a well-rounded variety of activities that improve student academic performance, behavior, persistence, and passing rates for ALL students. **Evidence-based research supporting program design** in each of the major objective areas is summarized as follows:

- **Attendance, Student Engagement, Improved Academic Performance:** Encouraging attendance by offering exciting programming that engages students' varied interests is one of the most noticeable benefits that afterschool programs can provide. Children begin to see the link between what they are learning during school and in their afterschool programs and understand that in order to fully enjoy afterschool, they have to attend school as well. Additionally, the reinforced learning environment provided by afterschool programs offer teachers an ally in improving test results among students. . Afterschool programs have proven to be a powerful resource for academic enhancement. http://www.afterschoolalliance.org/issue_50_schoolDay.cfm;
- **Tutoring and Test Prep:** One-to-one instruction, provided as a supplement to classroom teaching, is generally considered to be the most effective way of increasing students' achievement. The effectiveness of one-to-one instruction has been validated by empirical research, especially for students who are considered at risk for school failure or have been identified as having reading or learning disabilities (Bloom, 1984; Jenkins, Mayhall, Peschka, & Jenkins, 1974; Juel, 1991; Wasik & Slavin, 1993).
- **Improving ELL Students' Performance:** Afterschool programs can complement the language instruction provided to ELL students during the regular school day by offering extra time for both direct language instruction and practicing oral language skills. Programs outside of the school day are also less restricted by curriculum and testing requirements than school-day classes, which means they have more flexibility to tailor programs to the language and learning needs of individual students. http://www.afterschoolalliance.org/issue_49_ELLs.cfm;
- **Social and Behavioral Outcomes:** There is substantial evidence from the current body of research that expanded learning programs promote positive social and behavioral outcomes (Durlak et al., 2010). High quality expanded learning opportunities are linked to gains in social skills with peers, increased pro-social behavior, and reductions in aggression, misconduct (e.g., skipping school, getting into fights), and illegal substance use (Vandell, Reisner, & Pierce, 2007). These opportunities also demonstrate promise because they have been shown to increase student engagement, intrinsic motivation, concentrated effort, and positive states of mind (Larson, 2000; Shernoff & Vandell, 2008). These findings are significant because the social and emotional outcomes that are fostered through high quality afterschool programs lay the psychological groundwork for the kinds of cognitive processes that are required for mastery of academic content knowledge and skills to apply that knowledge.

3) A summary of the plan to collect local data for continuous assessment and local program evaluation is detailed on **Schedule #15, Part 2** and notes the **collection schedule** for varying types of data (daily, weekly, monthly, quarterly, by term, and annually); the **grant personnel responsible** for data collection and analysis; and the **roles** of the Project Evaluator, Project Management Team, and Project Advisory Team in assessment, evaluation, and the resultant program adjustment.

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Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

The **Applicant/Fiscal Agent** is IDEA Public Schools.

The **main Project Partner, is the National Math + Science Initiative.** NMSI is a nonprofit organization that is transforming STEM education in America by training teachers in grades 3-12 to inspire students to succeed in rigorous (Advanced Placement) math and science courses and by recruiting and preparing more college students to become dedicated math and science teachers. NMSI's cost-effective programs are classroom-tested and have a proven track record of producing immediate results that can be sustained over time.

IDEA began its partnership with NMSI in 2014 to bring a proven College Readiness Program to IDEA campuses. NMSI's nationally recognized and evidence-based program is improving college and career readiness in high schools across the country by increasing the number of students participating and succeeding in rigorous college-level coursework in math, science and English, while expanding access to traditionally underrepresented students.

Major program services will be provided as follows:

- **IDEA Public Schools:** Selected teachers will work during out-of-school time to provide academic tutorials and related programming, using student achievement data to plan and adjust weekly/monthly;
- **National Math and Science Initiative:** Provide AP prep during Saturday sessions for students; and
- **Communities in Schools:** Wraparound student, parent, and family support services and counseling; proactive student support groups for those at risk for drug use and violence.

Other organizations IDEA will contract to provide student interest-based enrichment programming include the following:

- **Be a Champion;**
- **Caver Culture Center;**
- **Future All Stars**
- **Model UN;**
- **SW School of Art;**
- **Sylvan Learning Center; and**
- **YMCA.**

Each Center will determine its own unique mix of contracted service providers and programming based on student and parent voice and choice instruments during a site-specific needs assessment to be conducted by the Site Coordinator upon notice of funding. Partners will be targeted to create opportunities in the following categories; 1) Leadership clubs 2) non-core athletic clubs 3) STEM clubs 4) renaissance clubs 5) sports 6) fine arts 7) Academic clubs and 8) Academic support.

Additional project partners will be invited to serve on the Project Advisory Team, which will meet at least quarterly to provide partner feedback, present problems and suggest solutions, and review input from stakeholders for future planning purposes, thus including a diversity of perspectives and ensuring that the project stays on track to achieve all stated goals and objectives.

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Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Summary of Available Resources

In addition to the district's physical plant facilities (the 8 campuses/sites on which this 21st CCLC program will operate), IDEA Public Schools counts the available funding noted on **Schedule \$16, Requirement 3**, which will also provide the following resources:

- **Curriculum materials**, including Direct Instruction, coaching from the National Institute for Direct Instruction, computer software for individualized learning and IDEA-created lesson plans;
- **Facilities**, including athletic fields and courts, campus gyms, and computer labs;
- **Technology hardware and connectivity**, including servers, routers, wiring and wireless connectivity, desktops, laptops, printers, SMART Boards, document cameras, projectors, TVs/DVD players, public address system;
- **Safety and security**, including handheld radios, traffic cones, signage, visitor check-in and background scan via Raptor; and
- **Transportation** by bus, several of which will be used to provide additional runs to safely deliver students to local program sites (college/university visits, etc.) and home after the 21st CCLC program day ends.

Addressing Identified Needs Through Programming and Assessment/Evaluation

Among other concerns, the participating schools' Campus Improvement Plans (CIPs) address student achievement, attendance, discipline, and parent involvement. With the help of the IDEA Public Schools Texas 21st CCLC Program, educators will continue to assess and address individual student needs with regard to the improvement of academic achievement (with a focus on closing the achievement gap between student groups), lower discipline incidents, higher persistence rates, an increase in the number of students who are passing their core classes and are on track to graduate on time, and an increase in parental involvement and understanding of the college application, enrollment, financing, and persistence process.

The following table shows an example of how program activities will be aligned to students' needs in order to achieve the intended program objective. *(For simplicity/space limitations, only one sample activity type per area has been included.)*

OBJECTIVE	ACADEMICS	ENRICHMENT	FAMILY/PARENTS	COLLEGE/WKFORCE
Improve Mathematics and R/LA	Tutorials	Stock market game/club	Family Math Night	Hands-on STEM activities
Increase student success on AP exams	National Math + Science Initiative sessions for students	Academic clubs and small group academic explorations	College awareness and site visits	College visits for students
Improve Behavior	Goal setting activities	Engaging PE/recreational activities	Conflict resolution strategies	Problem-solving skill-building
Improve Persistence	Homework help	Service learning projects	Family arts showcase events	College site visits for parents and students
Improve Passing Rates	Study skills activities	Social skills activities	Family "Learn at Home" activities	Time management skills training

As described on **Schedule #14, Part 3**, the Project Directors will act as key communicators, linking district leaders (the Chief Academic and Chief Advancement Officers) to program staff (Site Coordinators, Family Engagement Specialist, Project Evaluator, 21st CCLC teachers, and project partners/contractors) and facilitating program monitoring and adjustment through regular (daily, weekly, monthly, term, quarterly, and annual) data collection, analysis, and evaluation reporting. Key to addressing identified needs through programming will be the input and feedback from students, parents, and teachers via interest and satisfaction surveys and general program activity evaluation.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Research has found that young people learn critical skills necessary to become conscientious citizens in a variety of settings—at home, in the classroom, among their friends and in their community. An educational approach that exemplifies this understanding of the way children learn and grow is **connected learning**. Connected learning addresses the lack of engagement in learning by drawing on young people's interests and peer networks and connecting to lessons both inside and outside of school. Flexible afterschool programs allow students to further explore their interests, bring students together with their friends and peers, and are academically enriching, finding new ways for students to take part in relevant, hands-on activities while building workplace skills and knowledge.

IDEA Public Schools' 21st CCLC program will focus on connecting students in the following ways:

- **To each other** via peer mentoring/tutoring, shared performances/artistic experiences, and intramural team sports;
- **To their interests** via surveys where students have input into the programs offered each term. This has the dual advantage of drawing them in to the program and introducing them to new subjects and interests they might not otherwise have been exposed to while also creating buy-in and increasing student engagement;
- **To their communities** via civic engagement/advocacy and service learning projects, in particular at the high school level (125 service-learning hours are required to graduate from an IDEA school);
- **To the postsecondary world** via college visits for students and families (transportation provided through 21st CCLC funding), family financial literacy, ACT test preparation, and study skills training; and
- **To career pathways** via engaging hands-on STEM courses, career exploration activities, and engaging speakers.

Additionally, IDEA is partnering with the National Math + Science Initiative (NMSI), which research has shown has "substantial and significant increases in both AP test taking and qualifying score earning for all students."

Sources: 1) "Afterschool Programs: Inspiring Students with a Connected Learning Approach", January 2015; 2) Afterschool Alliance; and Peterson, T.K. (2013). "The Importance of and New Opportunities for Leveraging Afterschool and Summer Learning and School-Community Partnerships for Student Success." *Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success*. Washington, D.C.; and 3) CRESST Report 847: "Measuring the Causal Effect of NMSI's College Readiness Program," Brown, R. S., and Choi, K. August 2015

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

IDEA's 21st CCLC program staff will identify interested **alumni and parent/grandparent/caregiver volunteers** from each of its three regions. Parents and IDEA's 2,600+ alumni are a good fit as they are natural supporters for IDEA's programming and curricula, and the summer hours are well suited to alumni contact with enrolled K-10 grade IDEA students. Volunteers from these and other pools will provide intergenerational experiences for IDEA's students as well as peer and near-peer mentoring.

In collaboration with the Project Directors, IDEA Public Schools Human Resources staff will screen interested individuals, who wish to serve as volunteers for the IDEA 21st CCLC Program. This is a standard IDEA Public Schools policy, and it is in the best interest and safety of the students. All volunteers who will work directly with students will be required to submit to a background check (in accordance with district policy) in order to ensure that they are not a threat to students.

Once **screened and approved**, all volunteers will receive the appropriate volunteer training as determined by the IDEA Public Schools Human Resources Department. Further guidance and preparation for volunteers working specifically with children in the IDEA 21st CCLC Program will be designed and presented by the Project Directors and Site Coordinators and updated annually as needed.

IDEA Public Schools assures TEA that volunteers who have access to student data will do so in compliance with FERPA, the Family Education Rights and Privacy Act. In addition, the person must demonstrate subject matter or program-area competency, experience, and expertise in working with people, whether student or adult.

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Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

As noted in the attached letter of commitment from the IDEA Board of Directors, board members will work with district leaders (and, where appropriate, school leaders, the 21st CCLC Project Directors, and Site Coordinators) to identify additional sources of support for program sustainability and even expansion. (IDEA is a rapidly growing CMO that is adding schools across three regions in Texas over the next five years.)

The following table summarizes the strategies and resources IDEA stakeholders will use to marshal forces in support of program continuity:

WHO (ROLE)	WHAT (STRATEGY)	HOW (RESOURCES)	WHEN (TIMELINE)
Board of Directors	Identify new partners Raise new funds	Tap personal networks Work with district leaders	Spring, Summer
IDEA Leaders, Chiefs	Review district budget Seek additional grants Prioritize program support	Title funding Per-pupil allotment State and federal grants	Spring
21st CCLC School Leaders	Review school budgets	See above.	Spring
Project Directors (one for Rio Grande Valley schools and one for Central Texas schools) and the GrantEd team (see page 28 for more info on this team)	Apply lessons learned to maximize efficiencies; Cut ineffective program offerings; Coordinate funding from other sources; Apply sustainability tools developed for other grant programs	Work with Chief Academic and Chief Advancement Officers to coordinate across programs; Work with Project Evaluator to showcase program successes	Fall, Spring, Summer
Site Coordinators	Network with other SCs to mine best practices; Train program staff (build capacity); Inform parents of program successes and impact	Site Coordinator peers (IDEA and others across the Texas ACE network); Teachers; Parents	At least quarterly
Project Partners	Provide data on program deliverables and impact; Identify in-kind support; Leverage partnerships with others in the community	Current participants (students and parents); Curriculum materials; Technology; Business/Community networks	End of each term
Parents/Others	Identify supportive partners; Continue to volunteer; Spread the word on program success	Personal networks; Personal time/resources; School/neighborhood connections	Fall, Spring, Summer

Please also see **Schedule #14, Part 3** for how program staff will work together to communicate regarding program evaluation, effectiveness, and adjustment.

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County-district number or vendor ID: 108807	Amendment # (for amendments only):
<p>TEA Program Requirement 1: Community Involvement Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>Continuous Feedback and Involvement from Community Stakeholders: IDEA Public Schools' 21st CCLC Program will be implemented in collaboration with its learning communities and with input from the community partners and all stakeholders. IDEA will form a 21st CCLC Project Advisory Team/Community Task Force consisting of the Project Directors and at least one Site Coordinator, one school leader, one teacher, one parent, one student, and one representative from each project partner who represent local community interests through their affiliation. The Project Advisory Team will be consulted and involved in every aspect of the grant project -- design, implementation, management, and evaluation.</p> <p>Key Stakeholders and Organizations Included and Involved: During the planning phase, this 21st CCLC program and corresponding budget were developed and vetted by the following key stakeholders: IDEA Public Schools District Office (Finance, Academics, School Operations, Student Services) and the 8 IDEA Public Schools' participating campuses. Partners include National Math + Science Initiative (rigorous AP curriculum activities, teacher training, and support), Sylvan Learning Center (academic support—advanced reading, integrated college prep, ACT test prep, tutorials, etc.), Be a Champion (academic and enrichment programming), and Communities in Schools (wraparound social services supports for students, parents, and families). Post-award, the Project Advisory Team (membership described above) will contribute their insights and input, advising project staff on how to solicit, include, and interpret input from the broader school/project community. Contracted service providers/vendors will provide valuable perspectives from surrounding communities and have a vested interest in the program success due to their connections with the campus(es) on which they serve. This team will meet at least quarterly throughout the project period.</p> <p>Stakeholder Involvement in Program Awareness, Effectiveness, and Sustainability: The Family Engagement Specialist, as supported by the Project Directors and Site Coordinators, will communicate directly with parents and caregivers via campus meetings, parent involvement activities, family literacy/education activities, and other events, as well as through materials available in (and by staffing) the family resource center, to increase program awareness, announce course offerings, explain procedures, and garner parent support for the program. Site Coordinators will meet with site-based project staff, project partners, parents, and students regarding program policies, course offerings, opportunities, and requirements. The Project Management Team, in conjunction with reports created by Copia Consulting (the independent, external, third-party Project Evaluator), will communicate regular updates on project effectiveness to the school leaders as needed for immediate project adjustment and to the IDEA Public Schools Board of Directors, the Superintendent, and other senior staff as needed for communications of a more general nature. Copia's prior experience evaluating projects for IDEA make their perspective and expertise valuable for this project as well. The Project Management Team will incorporate their feedback at regular intervals to improve programming for the benefit of all project participants. IDEA has a letter of commitment on file for the project evaluation that outlines their role, research questions and methods, approach to the data, and quasi-experimental research design. The letter states, in part: <i>The final evaluation design will be centered on the overarching program goals, and will include a variety of both qualitative and quantitative analysis methods. Copia will also report annually on implementation findings, descriptive statistics associated with the proposed measures, and the impact analysis for participating students and campuses. Each report will follow the guidance provided in Reporting the Results of Your Study made available from the What Works Clearinghouse. Copia will also provide the data required for reporting on performance measures and will comply with all reporting requirements.</i> The Project Advisory Team, co-chaired by the Project Directors, will identify strategies and resources for sustainability as explained in more detail on Schedule #16, Requirement 10.</p>	

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Schedule #17—Responses to TEA Program RequirementsCounty-district number or vendor ID: **108807**

Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Grant Management, Coordination, and High-quality Programming: As the role of Project Director (PD) and the lines of reporting between the Project Management Team and their supervisors/direct reports will be key to the effective and efficient management of this complex, multi-site, multi-year project, IDEA Public Schools will use its experience from the Cycle 8 grant and will focus on hiring a high-quality PD with experience as indicated on **Schedule #14, Part 1**. The two PDs (one for the Rio Grande Valley and one for Central Texas schools) will also be members of IDEA's GrantEd team—a team of 11 grant managers at IDEA who meet monthly to share best practices in grant management, coordinate and streamline grant projects, and learn from one another's projects and efforts. This group has been led by IDEA's Grants Director, for the past two years, and has been highlighted multiple times at US Dept. of Education conferences. a solid strategy around ensuring forward planning and executing with fidelity. GrantEd also teaches grant managers ethics in decision-making, strategic budget planning, and navigating partnerships. At all stages of the project, IDEA will also involve key curriculum and instruction, student services, and business staff who will provide support to the PDs and ensure compliance with all applicable local, state, and federal policies. In addition to overseeing and coordinating daily program management, the PDs will work with district financial and business staff to maintain fiduciary and financial responsibility for all grant activities; keep accurate accounting data, records, and archiving of supporting documentation for all charges; classify and report the accounting transactions properly; certify expenses are true and correct; and prepare and submit written expenditure reports in coordination with district finance and business staff.

Communication Among Project Staff: Throughout the project period, the schedule of **internal communications, coordination, and reporting** will follow this general schedule: **Daily**—Site Coordinators (SCs) communicate with site-based project staff (teachers, partners, volunteers, and others) to collect and input participant data as required; site-based project staff communicate with students and parents to ensure smooth program implementation, student transportation, and student safety; SCs and the PDs will remain on their respective (or visited) campuses until the last student has left the program; **Weekly**—Project Management Team (PDs, FES, and all SCs) meets to review student achievement, enrollment, and program participation data, and performance goals; review current issues/challenges; review and coordinate upcoming activities; troubleshoot program implementation issues; communicate program-wide updates; and monitor and adjust project activities and management; grant staff (SC, teachers, school leader, others at each site) communicate to adjust recruitment, instructional, and parent involvement activities and to communicate with students, parents, and families as appropriate; **Monthly**—SC and PDs communicate broad program updates to school and district leaders at school faculty meetings and monthly campus leader meetings for all IDEA principals; Project Evaluator (PE) reviews program data as required/requested in order to stay abreast of project implementation; **Quarterly**—Project Advisory Team (see membership, page 23) meets to review qualitative data and guide project adjustment; PE attends this meeting as requested; PDs and IDEA senior staff facilitate site visits among SCs to review and audit Center activities and allow for best-practice learning and support on site-specific challenges; **Fall, Spring, Summer**—Project Management Team communicates program updates to all stakeholders through written and electronic means; **Semi-annually**—PDs and PE (as supported by district finance and data personnel, and others) complete evaluation reports as required by TEA; PDs report results to the IDEA Public Schools learning community via board meetings.

Staff Training and Support: Project funds have been budgeted for all key staff—the PDs, FES, and SCs (as required)—to attend and participate in all necessary orientation, implementation, data tracking, and program implementation training sessions each year of the project period. In addition, the budget includes funds to send selected staff to local, state, or national out-of-school-time conferences, workshops, or other training as a commitment to the ongoing development of these staff, and staff will make judicious use of Technical Assistance Coordinators and other training and support opportunities offered throughout the funding period to build staff capacity and support program sustainability efforts. As a result of this training and support, IDEA Public Schools 21st CCLC program staff will be well equipped to leverage and maximize existing resources and provide a sound, research-based program that is aligned with and extends the regular instructional school day. In addition, as employees of IDEA Public Schools, project staff will receive ongoing training and support through the district as appropriate to their roles. Staff will be evaluated by the PD of that region and Chief Academic Officer or her designee through IDEA's four-part staff development cycle.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1 **Center Name:**
IDEA Carver College Preparatory

9 digit campus ID# **108807020****Distance to Fiscal Agent (Miles)*****4.7****Grade Levels to be served (PK-12)** **6-10**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	90
Number of Adults (parent/ legal guardians only) to be served:	75

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	NA			
9 digit Campus ID #	--			
District Name (if different)	--			
Distance to Center	--			

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2 **Center Name:**
IDEA South Flores College Preparatory

9 digit campus ID# **108807021****Distance to Fiscal Agent (Miles)****10.1****Grade Levels to be served (PK-12)** **K-9**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	138
Number of Adults (parent/ legal guardians only) to be served:	69

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	IDEA South Flores Academy			
9 digit Campus ID #	108807121			
District Name (if different)	--			
Distance to Center	Next door (same site)			

*Distance to Fiscal Agent (Miles) = Miles to IDEA Regional Office

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TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 3	Center Name: IDEA Monterrey Park College Preparatory		
9 digit campus ID#	108807022	Distance to Fiscal Agent (Miles)	12.2
Grade Levels to be served (PK-12)	K-4, 6-8		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	204
Number of Adults (parent/ legal guardians only) to be served:	30

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	IDEA Monterrey Park Academy			
9 digit Campus ID #	108807122			
District Name (if different)	--			
Distance to Center	Next door (same site)			

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 4	Center Name: IDEA Walzem College Preparatory		
9 digit campus ID#	108807023	Distance to Fiscal Agent (Miles)	7.8
Grade Levels to be served (PK-12)	K-4, 6-8		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	189
Number of Adults (parent/ legal guardians only) to be served:	94

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	IDEA Walzem Academy			
9 digit Campus ID #	108807123			
District Name (if different)	--			
Distance to Center	Next door (same site)			

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TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 5**Center Name:****IDEA Allan College Preparatory****9 digit campus ID#****108807035****Distance to Fiscal Agent (Miles)****5.4****Grade Levels to be served (PK-12)****K-10**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	186
Number of Adults (parent/ legal guardians only) to be served:	41

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	IDEA Allen Academy			
9 digit Campus ID #	108807135			
District Name (if different)	--			
Distance to Center	Next door (same site)			

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 6**Center Name:****IDEA McAllen College Preparatory****9 digit campus ID#****108807011****Distance to Fiscal Agent (Miles)****19.7****Grade Levels to be served (PK-12)****6-10**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	120
Number of Adults (parent/ legal guardians only) to be served:	24

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	NA			
9 digit Campus ID #	--			
District Name (if different)	--			
Distance to Center	--			

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Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 7**Center Name:****IDEA Brownsville College Preparatory****9 digit campus ID#****108807012****Distance to Fiscal Agent (Miles)****41.2****Grade Levels to be served (PK-12)****6-10**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:****60****Number of Adults (parent/ legal guardians only) to be served:****10**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	NA			
9 digit Campus ID #	--			
District Name (if different)	--			
Distance to Center	--			

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 8**Center Name:****IDEA Weslaco Pike College Preparatory****9 digit campus ID#****108807013****Distance to Fiscal Agent (Miles)****1.2****Grade Levels to be served (PK-12)****K-4, 6-8**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:****125****Number of Adults (parent/ legal guardians only) to be served:****45**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	IDEA Weslaco Pike Academy			
9 digit Campus ID #	108807113			
District Name (if different)	--			
Distance to Center	Next door (same site)			

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TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 9**Center Name:**

NA

9 digit campus ID#**Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 10**Center Name:**

NA

9 digit campus ID#**Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: **108807**

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

IDEA Public Schools implements **two key schoolwide programs: Direct Instruction** in its Academy (elementary, K-5) schools, and **Advanced Placement for All** in its College Preparatory (secondary, 6-12) schools. These programs are supported by the National Institute for Direct Instruction (NIFDI) and the National Math and Science Initiative (NMSI), respectively, and all teachers at the Academy and College Preparatory levels have been extensively trained to implement all aspects of their curriculum. IDEA's 21st CCLC program will be implemented in support of student academic success in both of these districtwide initiatives, and all afterschool academic remediation and acceleration activities will be appropriately aligned. District and teacher support from NIFDI and NMSI as funded through other sources will continue throughout the project period in accordance with written agreements and will be supplementary in nature to the materials, training, and support provided by TEA. Additionally, IDEA's 21st CCLC program will supplement any and all **state compensatory education (SCE)** activities and funding, and the Project Directors will maintain careful records to indicate the separate and supplementary nature of 21st CCLC to SCE.

Identification and Recruitment: Upon notice of funding, the Project Directors and Site Coordinators will conduct an updated review of student achievement data and will identify students in need of remediation, acceleration, and enrichment, taking into account individual needs for ESL and Special Education support services as well as students exhibiting at-risk behaviors. The IDEA Public Schools 21st CCLC program will be promoted in the eight participating learning communities through the following activities:

- Project Directors and Site Coordinators will communicate with grade level teams (which meet weekly) to target students who have failed or nearly failed state assessments, have a history of absences, or have recently been involved in disciplinary incidents; Grade-level teams choose 5-10 students each week to monitor and provide additional supports (i.e., ensuring students participate in afterschool tutorials, communicating with parents, etc.);
- Project Directors, Family Engagement Specialist, and Site Coordinators will communicate directly with parents and caregivers via formal and informal parent meetings, phone calls, flyers, marquee announcements, and emails to announce program start dates and hours, course offerings, explain procedures, and garner parent support for (and student and parent enrollment in) the program
- Site Coordinators will meet with students regarding program policies, course offerings, opportunities, and requirements, emphasizing the benefits of and incentives and awards for regular participation and will register students for specific activities as indicated by their individual need
- Site Coordinators will review student participation and academic progress each semester and will recruit and enroll students most in need of academic assistance into best-fit activities at the beginning of each Fall, Spring, & Summer
- target students, followed by an open enrollment process for participation by additional students

Retention: IDEA is a thoughtful community of caring adults who go the extra mile to ensure high-needs students experience success on multiple levels. For this project, the Site Coordinators will keep accurate records of **students** in need of academic assistance, cross-referenced with their actual attendance in the 21st CCLC program, noting risk factors for reduced attendance. They will communicate with enrolled students' parents and regular school-day teachers (through weekly grade-level team meetings as indicated above) to align programming, refer students to additional support services, coordinate with program partners for program adjustments that meet students' unique needs, and follow up with students and their parents to encourage their regular participation. Teachers, project partners, and Site Coordinators within each IDEA community will recognize and celebrate improvements in attendance, behavior, and academic performance on a monthly basis (and, annually, promotion rates) as further incentive for students to remain involved in program activities. Specifically, IDEA's partnership with Communities in Schools will provide campus-based support to the Site Coordinators in determining which students should be enrolling in the program or who are being served by CIS staff but are not yet involved in 21st CCLC activities. CIS will refer students and provide follow-up support to students, parents, and families through regular contact. The Family Engagement Specialist and Site Coordinators will acknowledge and recognize IDEA **parents** participating in related programming on a monthly basis and will provide updates on their child's improvements for further validation, reinforcement, and celebration at home. These activities will collectively strengthen IDEA's home-school connection and will provide a caring community that will support student participation, persistence, and retention.

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Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Please see Schedule #21, Part 3 for individual Centers' schedules.

Fall and Spring Term (School-year) Operating Hours:

All sites will operate for a minimum of 4 days a week and 12 hours per week for 29 weeks (**348 hours**).

Summer Term Operating Hours:

All sites will operate for a minimum of 4 days a week and 16 hours per week for 6 weeks (**96 hours**)

Total per calendar year—Fall, Spring, Summer: 444 hours—equivalent to 68 additional days of instruction.

Targeted grade levels for the IDEA Public Schools program are **K-12**. For year 1, the program will serve students in grades K-10. In year 2, IDEA (and this program) will serve students in K-11, and in year 3, K-12.

There will be NO service hours for parents or students on Sundays, national or school holidays (Thanksgiving break, winter break, spring break, etc.), standardized testing days, or during full-day teacher/staff in-services. The Project Directors will update the Texas ACE project plan once the IDEA Public Schools 2016-17 calendar is finalized.

**NOTE: No UIL activities will take place during 21st CCLC program time. Sports and athletic activities are intramural only.*

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

General Program Participant Safety

Each Center site will maintain working fire extinguishers, smoke detectors, and carbon monoxide detectors, if applicable. The Program Director and Site Coordinators (and others as appropriate) will maintain updated contact information for the parents/caregivers of each student as well as current emergency or other contact information for neighborhood/community Fire, Police, and Child Protective Services. The physical facility, including buildings, furniture, playground equipment, etc., will be maintained to ensure general overall safety (e.g., appropriately stored chemicals, available first aid kits, written accident/incident plans, and current safety drill procedures). The Site Coordinator and at least one backup staff member per Center site will be trained in CPR and Basic First Aid.

Student Transition and Transportation/Pick-up

Immediately after the end of the regular school days, students participating in the 21st CCLC program will report to the school cafeteria or other designated large-group space. Program staff will take **attendance**; students will be given a healthy **snack** and will proceed with their teacher to the location of their first program session. Students will **transition** in an orderly manner, supervised by program staff (teachers and contractors/partners), to subsequent sessions, and teachers will take attendance as appropriate (unless students travel as a whole group). At the conclusion of the program day, students at Centers in the Rio Grande Valley and Austin will report to the **bus loading area** where their transportation home will be coordinated. (Students in San Antonio will not have bus transportation as IDEA does not offer it in its San Antonio region and has still been able to adequately serve the high-need, traditionally underserved student demographic as outlined in IDEA's mission statement.) Students not approved to **bike or walk home** will report to a designated area to **sign out and be picked up by an authorized adult** who maintains the proper documentation (for example, a driver's license or other official photo ID). All areas of the school will be monitored as they would for the regular school day.

Site Coordinators will remain on their respective campuses until the last student has been safely transported or picked up by an authorized parent or guardian. Likewise, the Project Directors, who will likely be on a Center site visit at the end of each day, will remain at a program site until all Site Coordinators communicate that their program has closed for the day and that no students remain.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: **108807**

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

IDEA Public Schools works thoughtfully and intentionally to align all instructional and support activities (school-day and afterschool) for maximum student learning and achievement. **Close, regular, weekly communication** between the Cycle 9 Project Directors and the Chief Academic Officer as well as daily communication between the Site Coordinator and the school staff (Principal, Assistant Principal for Instruction, and teachers) will ensure that all afterschool activities remain aligned to the school-day curriculum and support objectives and outcomes of the two key **districtwide TEKS-aligned programs**, Direct Instruction and AP for All, described on **Schedule #17, TEA Requirement 3a**. Enrichment, Family and Parent Support, and College and Workforce Readiness activities to supplement the **meaningful academic content** of afterschool activities will be planned for each term after taking student and family voice and choice into account through interest-based surveys. These activities will be selected for how well they complement the academic assistance activities as well as for how attractive they are to students, parents, and families in order to maximize participation and ensure regular attendance. Implementation of the overall 21st CCLC Cycle 9 program will benefit from the **evidence-based practices** of the Cycle 8 Project Director, who has contributed significantly to the planning and preparation for this Cycle 9 application. The Cycle 8 PD will also serve on the Project Advisory Team to ensure continuity of programming and district capacity-building for sustainability.

During project implementation, the *Project Management and Advisory Teams* will use local data to inform the array of **engaging and interactive activities** offered. They will do this by considering updates to qualitative and quantitative data sets (baseline and actual student achievement data from student grades; criterion- and norm-referenced standardized tests (TPRI, STAAR, End of Course/AP/IB exam results, SAT/ACT scores); attendance, enrollment and demographics; and formal input from school leaders) as well as input from stakeholders and participants gathered through semi-annual surveys, student voice and choice instruments, and participant evaluations and feedback forms. The *Family Engagement Specialist* will help parents and families understand the academic support their student needs and will help Center staff communicate with parents about those tools and assessments. *Site Coordinators* will also consult with Communities in Schools counselors and will directly observe participants' relative enthusiasm for program offerings and will interact with students, teachers, and parents informally each term in order to determine which activities are most popular, effective, and engaging as well as which have the biggest impact on improving at-risk students' program attendance, behavior, academic performance, and promotion. Where possible, students and parents will be allowed to vote on program offerings—input that the *Project Directors* will consider when ensuring delivery of a balanced program that meets all 21st CCLC and Texas ACE requirements (academic assistance, enrichment, family and parental education and support services, and college and workforce readiness programming). Finally, *project staff* will generate school wide excitement about program offerings through announcements, flyers, emails, and marquee postings in advance of the next term's enrollment into the program.

Additional evidence-based practices, including specific services to be offered by program partners at least twice weekly throughout the project period may include, but not be limited to, the following: One-on-one and/or small group counseling (Communities in Schools); Home visits by Communities in Schools and/or IDEA school/district staff; One-on-one personal and college/workforce readiness mentoring and/or adult advocate; Wraparound social services supports for students, parents, and families and referral to social service agencies (Communities in Schools); and Meetings with IDEA Alumni who are currently in college (peer or near-peer mentoring and encouragement to persist). The Family Engagement Specialist will also work with families of these students to identify and connect families with additional services as needed.

Project planners consulted the **Afterschool Alliance** website in developing this slate of **research-based program activities** that have been proven to positively impact student health, safety, and wellness, including the potential impact to lessen youth victimization, youth violence, and youth crime while also increasing youth, school, and community safety.

Source: <http://www.afterschoolalliance.org/researchTopicHealth.cfm>

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County-district number or vendor ID: **108807**

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The role of the Project Director is to ensure that the district-wide 21st CCLC program is intentionally designed to meet the **broader program goals, objectives and purpose** while still meeting the **specific academic and developmental needs of students at each Center**. As such, the program activities will vary slightly from campus to campus (guided by the input of teachers, students, parents on that campus), but the overall program will offer an enticing and balanced array of activities for all program participants.

As detailed in the preceding section, project staff will continue to review **quantitative and qualitative data** from a variety of sources and will use that data to drive the intentional design of program activities. **Channels for input** will include both formal instruments (test scores, report cards, etc.) and informal methods (observation, student voting, parent discussion, Google Forms surveys of school leaders and project partners, etc.). **Stakeholders involved** in data review include district personnel, campus administrators, school staff, program staff (Project Directors, Family Engagement Specialist, Site Coordinators, program teachers), program partners, parents of participating students, students, and program volunteers. The schedule of communication, data review, and program adjustment to **ensure program alignment to student need and desired outcome** can be found on **Schedule #17, Requirement 2**, and the plan for **focusing recruiting efforts on students who are at risk of academic failure or dropping out of school** has been described on **Schedule #17, Requirement 3a**.

IDEA operates a program known as Critical Student Intervention (CSI), which provides additional reading and math instruction using a research-based intervention during blended learning time or elective. CSI instruction is focused on closing gaps for IDEA's most struggling students in grades 3-7. **IDEA will build on the work done in the CSI program by recruiting these students to participate in the 21st CCLC afterschool program, and CSI teachers will share data with the Site Coordinators to ensure a seamless integration and extension the two programs.** The academic assistance portions of the 21st CCLC program will mirror CSI to the extent possible, meaning the size of the student group will vary from 4-6 students to up to 16 students, depending on skill level and objective area addressed; student progress in the afterschool program will be monitored on the same schedule as school-day CSI students (October, January, April, and May); and students will make use of the same CSI materials in order to accelerate their progress in this research-based intervention program.

Furthermore, afterschool instruction and enrichment programming will be adapted to meet individual student needs (including at-risk students and those served by ELL and Special Education programs) in the following ways:

- **Adhere to students' existing Individual Education Plans (IEPs)**—example: read instructions aloud; allow extra time on task, etc.;
- **Use computer-based adaptive learning programs**—example: iLearning Hotspots, Accelerated Reader Zone, online tutoring and test prep, etc.;
- **Vary instructional settings to maximum student engagement**—example: classrooms for tutorials; playground space or gym for sports, dance, or other active events; public spaces for mural painting; and
- **Vary types of activities by day and session**—example: academic assistance for first 45 minutes; enrichment activities for second 45 minute session; family engagement activities for third 45 minute session and to facilitate parent involvement while integrating with safe transportation home/student pick-up.

Program staff will work to include additional variations of program setting, grouping arrangements, and scheduling as needed throughout the funding period and with input from all stakeholder groups.

Staff to Student Ratios:

All activities will be supervised by qualified teachers, program partners, and/or screened volunteers. The maximum staff to student ratio will be **1:18** for the program overall; however, certain activities (small-group tutorials, counseling, etc.) will have smaller ratios (**1:1, 1:4, 1:12**, etc.) as appropriate to those activities. Groups larger than 22 (ex: sports activities) will have multiple adult supervisors to ensure the maximum 1:22 ratio is not exceeded.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Staffing: As IDEA Public Schools will operate eight Centers, the Family Engagement Specialist (FES) will be a full-time position, funded by 21st CCLC grant funds. This position will be responsible for coordinating meaningful adult and family engagement activities and providing families with active opportunities to engage in their children's education across all Centers. The qualifications and experience for this position are summarized on **Schedule #14, Part 1**.

Role and Responsibilities: This key position will ensure that meaningful, culturally sensitive parent and family engagement activities are provided and are coordinated with participating schools' existing programs in order to prevent duplication of effort and to ensure effective and efficient use of local, state, and federal resources. The FES will manage funding for family engagement activities across all sites, consolidate and coordinate activities when feasible, and extend and expand the program each term and year as parent engagement grows. The FES will be accountable for data collection, input, review, and interpretation for all participants in family programming and will be responsible for setting and meeting family engagement goals each term. The FES will assist the Project Evaluator in constructing reports related to parent and family programming that align with the program's goals for family and parent involvement, to be finalized upon notice of funding. This is in keeping with IDEA's goals- and data-driven culture that relies on school and program teams to drive quantitative improvements in all areas.

Training and Support: The FES will attend all required program orientations, trainings, and meetings and will also participate in at least one state or national out-of-school-time conference each year in order to stay abreast of research-based best practices in parent and family engagement. IDEA's four-part Staff Development Cycle (observation, reflection, development, etc.) extends to all IDEA staff who also teach in the 21st CCLC program.

Supervision: In addition to being managed for program purposes by the Project Directors, the FES will be supervised and evaluated by the Chief Academic Officer and will coordinate his/her role with the Director of College Counseling who leads on the IDEA goal of college admission for ALL students and works closely with parents. The FES will work with the Director to ensure high parent attendance at events and will help coordinate them.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In addition to the roles and responsibilities listed above, the Family Engagement Specialist will work with the Project Directors and Site Coordinators to recruit families to participate in the program through the following specific activities each term (Fall, Spring, Summer) of program operations:

- Announce notice of grant award to parents and families of the IDEA Public Schools learning community;
- Set parent and family engagement targets and review objectives with project stakeholders;
- Interact with school and district leaders to coordinate parent/family engagement activities with existing activities;
- Interact with program partners to coordinate parent and family engagement activities with their student services;
- Plan, schedule, and implement new parent involvement opportunities and activities;
- Plan and schedule recruitment of parents and families into activities;
- Advertise/notify/invite parent and family participation by email/flyer/text, and through the parent resource center;
- Attend required 21st CCLC program trainings and additional related professional development;
- Identify, locate, purchase, requisition, receive, and store family engagement supplies and materials;
- Work with the Evaluator to gather participant feedback in support of formative and summative evaluation/reports;
- Work with Project Directors to adjust program activities for the following term (Fall to Spring, Spring to Summer).

The FES will serve on the Project Management Team (also composed of the Project Directors and all Site Coordinators), which will meet weekly to review student achievement, enrollment, and program participation data, and performance goals; review current issues/challenges; review and coordinate upcoming activities; troubleshoot program implementation issues; communicate program-wide updates; and monitor and adjust project activities and management. The FES will support grant staff (Site Coordinator, teachers, school leader, others at each site) in communicating adjustments to recruitment, instructional, and parent involvement activities and to communicate with students, parents, and families on a regular, daily basis.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The following table provides several examples of the array of grant-funded parent and family engagement needs, activities, and a times/locations/frequency of each.

Example of Parent/Family Engagement Needs/Issues	Sample Parent/Family Support Activities	Time/Location/Frequency of Program Delivery
Family Education	<ul style="list-style-type: none"> College awareness Local college tours Technology/ internet training 	<ul style="list-style-type: none"> Twice weekly – on campus Quarterly – on campus Once each term – at local colleges/univ.
Encouraging family engagement in school-based activities	<ul style="list-style-type: none"> Effective parent-teacher conf. Take-home family math/reading Student performances Surveys in home language to determine program needs 	<ul style="list-style-type: none"> Twice each term – on campus Monthly – at home Twice each term – on campus Once each term – on campus, at home, online
Providing resources to increase family resources income levels	<ul style="list-style-type: none"> College financial aid assistance/FAFSA sessions Tax preparation and filing support Community-based resources and family support for education (at-home support, language classes, homework help, study skills, computer classes, etc.) 	<ul style="list-style-type: none"> Twice annually for parents of MS and HS students – on campus Annually (spring) As needed (at least monthly)

To accommodate the needs of working families, the Family Engagement Specialist will schedule a combination of on-campus, community-based, and at-home activities. This will ensure that parents who cannot always participate at Center sites will still be able to be involved in activities that increase student performance. In addition, their interests and opinions will be solicited through at-home surveys, which will be sent home with their child and emailed for online participation to those parents with Internet access. Additionally, text messaging will be employed to reach parents via smartphone.

In addition to family engagement supplies and materials budgeted for in this application, IDEA Public Schools will coordinate resources from local, state, and federal sources as described on **Schedule #16, Requirement 4**. Examples of existing parent and family engagement activities that are already planned and funded through district and campus resources include the following:

- Open House Night (fall, on campus);
- Parent-teacher conferences and report card pick-up nights (offered each grading period);
- College Field Lessons (annual, by grade level)—parents are invited to learn more about prospective colleges and financial aid options;
- GEAR UP and AVID parent meetings (quarterly—funded by a multi-year GEAR UP grant and to be extended to other grades through coordinated 21st CCLC program funding)—includes financial literacy component; and
- Junior and Senior Parent Nights (annual)—includes discussion of IDEA's expectations of students in grades 11 and 12, respectively, the college matriculation process, FAFSA workshops, and one-to-one parent meetings to discuss students' college choices. (This will be relevant in years 2 and 3 of the 21st CCLC program.)

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Schedule #18—Equitable Access and ParticipationCounty-District Number or Vendor ID: **108807**

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **108807**

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **108807**

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **108807**

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School ParticipationCounty-District Number or Vendor ID: **108807**

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For *statewide* teacher training programs or *statewide* student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within BoundaryEnter total number of private nonprofit schools within applicant's boundary (enter "0" if none): **155****Initial Phase Contact Methods**

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☐ Documented phone calls☐ Meetings☒ Fax☒ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): **49,000**Check box only if there is no data available to determine the number of eligible students: ☐**Total Nonprofit Participants**

Total nonprofit schools participating:

Total nonprofit students participating:

Total nonprofit teachers participating:

No nonprofit schools participating: ☒No nonprofit students participating: ☒No nonprofit teachers participating: ☒

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods – NOT APPLICABLE

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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Schedule #19—Private Nonprofit School Participation (cont.)County-District Number or Vendor ID: **108807**

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery – NOT APPLICABLE**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline – NOT APPLICABLE**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students: # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students: # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students: # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students: # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students: # of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools – NOT APPLICABLE

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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